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ABSTRACT

This document presents guidelines developed by the Hawaii State Department of Education's Comprehensive School Alienation Program to consolidate and strengthen the delivery of services to alienated students. It is intended to assist district staff, school administrators, and project personnel in planning and implementing program activities and service options for alienated students in public secondary schools in Hawaii. The guide can also serve as a source of information on the Comprehensive School Alienation Program for other school personnel, parents, students, the community, and interested organizations. Chapter I provides an introduction to the program which includes an overview and definitions of relevant terms. Chapter II lists program goals and objectives. Chapter III discusses program components and service options in the areas of counseling and guidance and instruction. Chapter IV addresses the area of program management and coordination by examining: (1) areas of responsibility within the organizational structure; (2) allocation process; (3) a school level implementation flowchart; (4) eligibility, selection, and placement; (5) state monitoring; (6) in-service training; (7) reporting requirements; (8) hiring of personnel; and (9) hours. Chapter V presents a program evaluation. A list of alternative learning centers and various reporting forms are appended. (NB)

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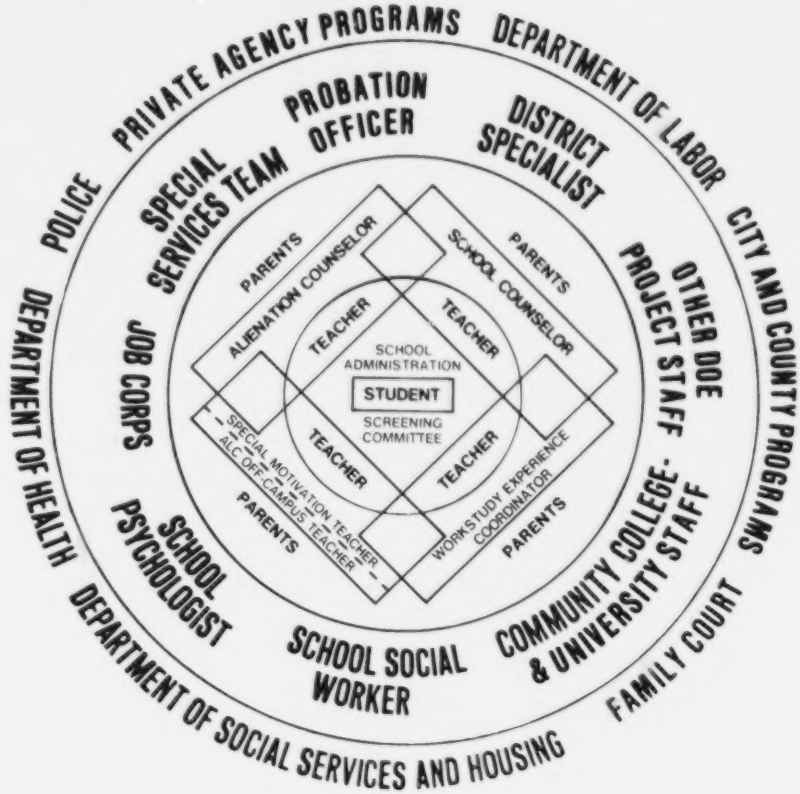
Guidelines for

Comprehensive School Alienation Program



Office of Instructional Services/Special Instructional Programs & Services Branch • Department of Education • State of Hawaii
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MESSAGE FROM THE SUPERINTENDENT

Like schools across the nation, the Hawaii State Department of Education is becoming increasingly cognizant of the need for more meaningful programs as well as the improvement of existing programs for at-risk students.

In this regard, the Department's Comprehensive School Alienation Program has made significant programmatic changes to consolidate and strengthen the delivery of services to alienated students. Included in this guide are new and updated programmatic information.

The guide has been designed to assist district staff, school administrators and project personnel in planning and implementing various program activities and service options for alienated students in public secondary schools in Hawaii. In addition, the guide serves as a source of information on the Comprehensive School Alienation Program for other school personnel, parents, students, members of the community and interested organizations and agencies. It is believed that better understanding of the program will result in increased support, coordination and, most important, improvements in the delivery of services to the target population.

Francis M. Hatanaka
Superintendent

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I. INTRODUCTION

A. OVERVIEW

The Department of Education's Comprehensive School Alienation Program (CSAP) is the statewide effort to prevent and/or minimize problems of school alienation by providing relevant services to identified alienated youths in the public secondary schools. It is a part of the Department's larger mission to provide appropriate educational opportunities to meet the needs of all children, including assistance to students to overcome those educational, social, economic and related difficulties which impede personal and academic progress in school.

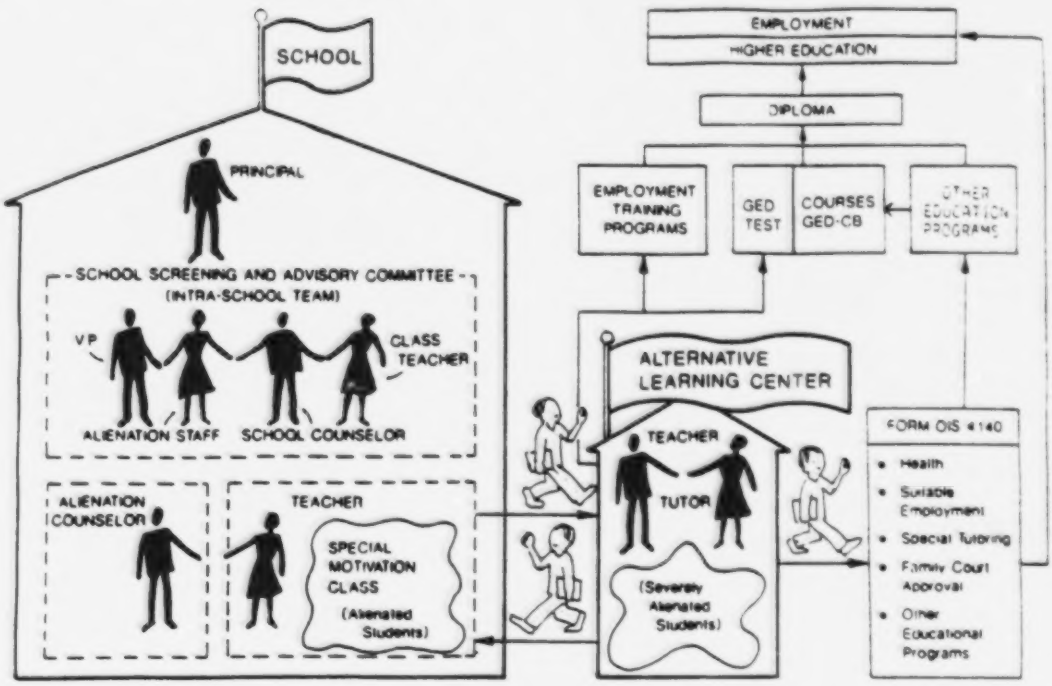
A substantial number of students are unable to cope with the regular school program or environment, as indicated by their overt negative actions. These include substance abuse, hijacking, fighting and the more subtle symptoms of alienation such as irregular school attendance, poor grades, and negative attitudes toward school. These students can be assisted in achieving academic success if they are provided a learning environment responsive to their needs and styles of learning. Such a milieu can provide timely and appropriate counseling, guidance and instruction which may ensure that more alienated students will return to the regular school program, and fewer students will drop out of the school system.

Inasmuch as the primary goals of the alienation program are the same as those of regular education, which are to provide for the academic and social success of the student, the program is guided by the Foundation Program requirements and is designed to provide guidance, counseling and other services and activities which will enable students to meet the overall goals of CSAP as well as the regular academic program.

The two major areas of services and activities of CSAP are: (1) The Guidance and Counseling Component, and (2) The Instructional Component including service options such as the special Motivation Class Alternative Learning Center, Tutoring, and Work-study experiences.

The illustration below, displays services provided by the Comprehensive School Alienation Program.*

PROGRAM IMPLEMENTATION DESIGN



* For additional details, see Implementation Flowchart on Page IV-5.

B. DEFINITIONS

Alternative Education

Alternative education is an educational arrangement which meets the objectives and requirements of the regular school program but differs from the regular program in environment, staffing, structure and/or instructional strategies.

Alienation

Alienation is a withdrawing or separation of a person from the values of one's family and society.

Alienated Student

The alienated student is one who needs to overcome social-personal problems which interfere with successful performance in school. This student lacks motivation to achieve in school. The student's feelings are often displayed in such negative ways as defiance of authority, poor school attendance, disruptive behaviors and substance abuse. The primary indices used to identify alienated students are: 10 or more unexcused absences, academic failure in 2 or more required subjects and/or 3 or more disciplinary referrals.

Severely Alienated Student

The severely alienated student manifests all of the characteristics of the alienated student and, in addition, exhibits extremely disruptive behavior detrimental to self, peers and school. This student generally requires an educational setting away from the regular school campus.

The indices used to identify the severely alienated student are: long-term school non-attendance, frequent fighting or other disruptive behavior and other anti-social behavior which result in disciplinary transfers, suspensions, or dismissal.

Dropout

A dropout is a school-age student who leaves school for any reason before graduation or completion of a program of studies without transferring to another school. (For statistical purposes, the term "dropout" is confined to those students who have officially withdrawn from the Department under Hawaii Revised Statutes Section 298-9 via Form OIS 4140)

Potential Dropout

A potential dropout is a student who, although still in school, manifests social, emotional and/or educational maladjustment. A potential dropout may be experiencing one or more of the following:

a. Poor attendance;
b. Recurring referrals for behavior problems;
c. Retention in one or more grades; and
d. Poor overall academic performance.

Mainstreaming

Mainstreaming is the integration of alienated students from their segregated status in alternative programs into the regular classroom.

C. RELATIONSHIPS

CSAP is an integral part of the Department's total effort to meet the educational and related needs of all students. The following relationships are drawn to ensure compliance with applicable policies, to adhere to priority State and Departmental directions, and to improve coordination of related services and activities to alienated students.

1. Hawaii State Plan and State Education Plan

CSAP relates to relevant policies and priority directions of the

Hawaii State Plan and the concerns of the Governor's Advisory Committee, as identified in the State Education Plan. These are:

a. Promote programs and activities that facilitate the acquisition of basic skills, such as reading, writing, computing, listening, speaking, and reasoning. (Policy: Sec. 21 b(7), p. 34; the Hawaii State Plan) [State Education Plan, p.27]

b. Support educational programs and activities that enhance personal development, physical fitness, recreation, and cultural pursuits of all groups. (Policy: Sec. 21 b(1). p. 33; the Hawaii State Plan) [State Education Plan, p.27]

c. Assist individuals, especially those who are disadvantaged, in meeting job qualifications, through manpower and other related training opportunities. (Policy: Sec. 21 b(6), p. 33; the Hawaii State Plan) [State Education Plan, p. 28]

d. Emphasize services to alienated students during the next decade through alternative settings within schools for alienated students and off campus settings for severely alienated students (1980-89). [State Education Plan, p.80]

2. Foundation Program

CSAP emphasizes the attainment of the following:

a. Foundation Program Curriculum

The eight Foundation Academic Program Objectives serve as the basis for curriculum and instruction in the Department of Education, including its program for

alienated students. They are:

- Develop basic skills for learning and effective communication with others.
- Develop positive self-concept.
- Develop decision-making and problem-solving skills.
- Develop independence in learning.
- Develop physical and emotional health.
- Recognize and pursue career development as an integral part of personal growth and development.
- Develop a continually growing philosophy that reflects responsibility to self as well as to others.
- Develop creative potential and aesthetic sensitivity.

b. Counseling and Guidance Services

The purpose of the guidance and counseling component of CSAP is to help the individual student achieve academic and personal/social success and to plan for his or her future career. This is achieved through:

(1) Counseling services which provide for individual differences in interests, needs and problems among students who require personalized technical assistance.

(2) Group guidance activities which provide information and understanding of growth patterns and accompanying problems.

c. Student Performance Expectations of the Foundation Program

Student Performance Expectations specify important competencies expected of students as they progress towards attainment of the eight Foundation Academic Program Objectives. In addition, the Student Performance Expectations provide a basis for assessing learner needs and prescribing appropriate instruction in an alternative setting.

d. Essential Competencies

The Department provides instruction to assist students to achieve basic standards of proficiency. The fifteen competencies essential for students to become productive and contributing members of society are:

- Read and use printed materials from daily life.
- Complete commonly used forms.
- Demonstrate writing skills commonly used in daily life.
- Use computational skills in situations common to everyday life.
- Read and use scales on standard measuring devices.
- Interpret common visual symbols.
- Communicate orally in situations common to everyday life.
- Reach reasoned solutions to commonly encountered problems.
- Distinguish fact from opinion in TV and radio news broadcasts, advertising, newspaper and magazine articles, and public speeches.
- Use resources for independent thinking.

- Identify the harmful effects of smoking, drinking, and drug abuse.
- Identify the training, skill, and background requirements of at least one occupation in which the student is interested.
- Demonstrate knowledge of the basic structure and functions of national, state and local governments.
- Demonstrate knowledge of the citizen's opportunities to participate in political processes.
- Demonstrate knowledge of important citizen rights and responsibilities.

II. GOALS AND OBJECTIVES

A. Goals

The Program Goals are:

1. To provide for the academic and social success of the alienated youth by:
    a. Assisting the student to develop more positive attitudes toward school through success-oriented activities;
    b. Assisting the student to develop a more realistic self-concept through counseling;
    c. Encouraging the dropout to return to school and to provide for his/her academic and social needs; and
    d. Providing alternatives for the dropout who chooses not to re-enter school at this time.

2. To seek viable approaches to prevent school alienation.

B. Objectives (State Effectiveness Measures)

CSAP objectives which are used as the Department's measures of effectiveness are as follows:

1. At least 75% of the program students will not drop out of school by the end of the school year.
2. At least 75% of the program seniors (12th graders) will graduate by the end of the school year.
3. At least 10% of the program students will be recommended for mainstreaming or will have been mainstreamed by the end of the school year.
4. At least 60% of the program students will pass all of their program courses.
5. At least 70% of the program students will maintain a program attendance rate of 70% or more.
6. At least 75% of the program students will show a score of 10, as indicated by the "CSAP Growth Attributes Rating Scale".

III. PROGRAM COMPONENTS AND SERVICE OPTIONS

CSAP includes two major components -- the Counseling and Guidance Component and the Instructional Component.

A. Counseling and Guidance Component

Counseling and guidance services are provided by teams consisting of school administrators, teachers, counselors, alienation counselors, alienation aides, and other school personnel. Complementing their efforts are services provided by other governmental agencies, community agencies and persons, including parents.

At the secondary level, the problems require an intensive counseling approach to cope with immediate critical situations, as well as to prevent their occurrence. Together with other activity-oriented options, the Counseling and Guidance Component significantly contributes toward fostering a school climate conducive to learning.

Paramount to the effectiveness of this component and to the entire alienation program, is the atmosphere of openness, caring and acceptance. It is essential that personnel accept the students as they are, and that they, in turn, be accepted by the target students and their families.

The school administrator plays a key role in setting the tone for a truly humanizing environment. Having set the tone, program personnel can then implement the program with sustaining support from the administration.

1. Teachers

School alienation is a problem which confronts teachers most directly, and as a result, they can exert significant influence on efforts to alleviate the problem.

Each teacher should be the first-line or initial contact counselor. As such, the role of the classroom teacher is critical in identifying early signs of alienation.

2. Alienation Counselors

Alienation counselors serve as "a direct support system" to the alienated student, working closely with other members of the school team to identify and assist each student. One full-time counselor (100% FTE) is recommended to provide services for approximately 100 alienated students.

Alienation Counselors extend their contacts beyond the confines of their offices in the following ways:

To the students

a. Assist the alienated student to understand and accept himself/herself as an individual with an awareness of his/her own ideas, feelings, values, talents, and needs;

b. Help the alienated student to cope with and solve personal, academic and other problems which influence his/her achievement and actions in school;

c. Collect and use meaningful information about the alienated student through conferences, tests, and other activities;

d. Assist the student through counseling and provide possible alternatives such as work-study and job training to meet his/her immediate needs;

e. Help the student acquire values such as mutual respect and cooperation; and

f. Maintain contacts with other staff members, teachers, parents, and community agencies to provide necessary information.

To school staff

a. Share individual student information as needed to help teachers and other staff members identify and deal with special needs or problems;

b. Serve as integral members of the school guidance and counseling program; and

c. Serve as members of the school-level Screening and Advisory Committee.

To the parents

a. Provide parents with general information about school procedures and programs affecting their children;

b. Hold conferences with parents to interpret school programs, to gather pertinent information, and to inform or advise them about student problems; and

c. Inform parents about other school or community counseling and guidance services.

To the community

a. Identify community referral agencies and services;

b. Provide liaison services between the school and other community agencies and groups to best meet the needs of the alienated students;

c. Make appropriate referrals of students to public or private agencies in the community;

d. Provide follow-up referral and action on agency recommendations;

e. Participate in community affairs and organizations; and

f. Help in the solution of community problems either outside of or relating to education by constructive participation in community activities.

3. Other Guidance and Counseling Services

Counseling and guidance services are also provided by staff working with students in the various options of the Instruction Component. These are the teachers, tutors, and educational assistants in the Alternative Learning Centers, Special Motivation Classes, Tutorial Services, and Work-Study options. Assistance is provided through group guidance sessions, individual/small group counseling, and special projects and activities which foster development of socialization skills.

4. Other School Personnel

Support services personnel who are not primarily involved in the program can contribute significantly towards the school's total efforts to assist alienated students. Their specialized functions within the school afford them opportunities to observe students in out-of-class situations.

B. Instructional Component

The primary purposes of the Instructional Component are the same as those of regular education, which are to provide for the educational success of the student. However, in order to meet the learner needs of the alienated population, the CSAP instructional programs differ from the traditional program in the following respects:

- The curriculum and instructional techniques address individualized instruction to meet the learner needs;
- They are more flexible and, therefore, more responsive to special needs of the students;

- They tend to make extensive use of community resources and facilities;
- They usually have reduced teacher-pupil ratios; and
- They include in their goal statements such intentions as to increase basic learning skills, improve student self-image, reduce the level of interpersonal conflict, and develop responsible and independent thinking.

Alienation Teacher

- Provides instructional services in language arts, with emphasis on remedial and developmental reading, mathematics, social studies, science, guidance, career and consumer education.
- Develops an appropriate program for each student.
- Utilizes various strategies and approaches in the instructional scheme.
- Provides opportunities for experiential learning.
- Maintains a complete record of academic achievement, attendance, conduct personal observation, and conferences for each student.
- Maintains contact with appropriate school personnel, especially the alienation counselor and subject area teachers.
- Keeps parents informed of students' progress.
- Maintains open communication with persons who have interest in or responsibility for the student.
- Arranges for work study experience for interested students.
- Provides first-line guidance and counseling.

Alienation Aides

Alienation Aides are educational assistants who primarily provide assistance and support as tutors in the instructional component.

Basic Service Option

The instructional component is comprised of four basic service options; (1) the Special Motivation Class (SMC), (2) the Alternative Learning Center (ALC), (3) Tutorial Services (TS) and Work Study Experiences (WSE).

1. Special Motivation Class (SMC)

The Special Motivation Class (SMC) is an on-campus option which serves students who are alienated. The instructional program is highly individualized and activity-oriented, with emphasis on social/personal development as well as acquisition of academic skills. Individualized student needs are more readily met by adjusting curriculum content, changing and varying teaching techniques, providing more intensified guidance/counseling services, and providing flexible time schedules.

a. Target Population: Students who are eligible to participate in the SMC meet the criteria of alienated and include dropout returnees and potential dropouts. The SMC exists for the student with overwhelming social and academic problems. Placement/exit procedures are developed and implemented generally through the School Screening and Advisory Committee.

b. Staffing Guidelines: The following staffing guidelines or criteria are recommended to provide an educational program to appropriately meet the needs of students identified for the SMC:

(1) One (1) full-time teacher (100% FTE) is recommended to establish the SMC to provide required services to alienated students. The recommended group size is approximately 14 students in any given period. The minimum full-time teacher load is 5 periods.

(2) The SMC teacher shall be certified to teach in one or more basic skills areas (e.g., English, social studies, science, math) and shall have demonstrated a basic knowledge and understanding of the problems of alienated youth.

(3) The involvement of community volunteers is encouraged and highly recommended.

(4) Efficient and effective use of available resources should be made to maximize student-adult contact time.

c. Major Activities

(1) Academic Instruction: An individualized instructional program is provided generally in the basic academic areas of language arts and math. Instruction may also be provided in other core subject areas, such as social studies, science and health, which may emphasize real-life survival skills.

To meet the differentiated needs of each student, appropriate adjustment of curriculum content is made to ensure success-oriented and interest-centered learning experiences. Contract learning may be utilized.

Instructional delivery may include one or all of the following: one-to-one tutoring, small/large group instruction, and peer tutoring. When tutorial help is the primary delivery option, individual tutoring may be in specific areas where required credits must be earned by the student.

(2) Guidance and Counseling: Social and personal development are emphasized in the SMC along with acquisition of academic skills. These needs are met through planned class guidance activities and/or individual and small group counseling.

(3) Discovery Activities: "Learning by doing" activities are included in the SMC as a part of the basic academic program and for the promotion of socialization skills of the individual student and the class as a group. Activities include field trips, games, arts and crafts, camping, cooking, special projects, social and other appropriate activities.

d. Instructional Techniques: Success-oriented and interest-centered activities are incorporated in the SMC instructional program. This is accomplished through various instructional techniques based upon needs of the students and goals/objectives of the program.

e. Mainstreaming: For many students, there is some participation in the regular school program while they are in the SMC. However, the SMC serves as an intermediary option in which the students receive intensive counseling and academic assistance toward increased and/or total integration into the regular school program or toward

fulfillment of graduation requirements. The SMC may also serve as the transitional setting for students who are being mainstreamed from off-campus alternative classes.

2. Alternative Learning Center (ALC)

The off-campus alternative facility, most often referred to as the Alternative Learning Center (ALC), serves students who are severely alienated and, therefore, require an educational setting apart from the school campus. A complete educational program is provided, operating in separate quarters with its own staff and with rules, curriculum, and schedules adjusted to meet the needs of the students.

a. Target Population: Students who are eligible to participate in the ALC meet the criteria of severely alienated and are referred by the school only after all available resources on campus have been exhausted. This group includes, but is not limited to, students who interfere with the learning process and who affect the school climate negatively or the students who are physically aggressive, sometimes violent, verbally hostile and a problem to the operation of the school. Placement/exit procedures are developed and implemented through the School Screening and Advisory Committee.

b. Staffing Guidelines: The following criteria for staffing are recommended to provide an educational program that will appropriately meet the needs of students identified for the ALC:

(1) One full-time teacher is recommended to establish the ALC to provide required services to 12 severely alienated students.

(2) One PTT (fifteen hours a week) is recommended to provide required services to approximately 6 additional severely alienated students.

(3) The ALC teacher shall be certified to teach in one or more basic skills areas (e.g., English, social studies, science, math) and shall have demonstrated a basic knowledge and understanding of the problems of alienated students.

(3) Based on the number of students in the ALC and availability of funds, one (1) full-time EA (100% FTE) per 12 additional severely alienated students may be hired.

(4) The involvement of community volunteers is encouraged and highly recommended.

(5) Efficient and effective use of available resources should be made to maximize student-adult contact time.

c. Major Activities

(1) Academic Instruction: An individualized instructional program encompassing basic academic areas is developed through a diagnostic/prescriptive process which focuses on the needs, abilities, learning styles, and learning rates of the students. Contract learning is frequently utilized to make the students responsible for their learning and to make the learning responsive to the students. Instructional delivery may use one or all of the following: one-to-one tutoring, small/large group instruction, and peer tutoring.

(2) Guidance and Counseling: Needs in this area are met through planned class guidance activities and/or individual and small-group counseling services. The ALC staff generally works with the Alienation Counselor and/or school counselors to provide these services.

(3) Discovery Activities: These "learning by doing" activities are developed in relation to basic academic instruction to further the socialization skills of the students. Experiences include such activities as field trips, camping, hiking, and gymnastics. Also included are planning and implementation of special projects which involve the ALC, school-community, and the community-at-large.

(4) Work-Study Experiences: Meaningful work-study experiences are provided for interested and eligible students so they can earn money while learning. School-campus and community-based work stations are utilized through coordination with the alienation counselor and school counselor, and through cooperation of work station personnel.

d. Instructional Techniques: A variety of techniques maximizes meaningful and active student involvement in the learning process. A combination of techniques is used in the ALC, based upon identified needs of the students and the goals/objectives of the program.

e. Mainstreaming: Initially, integration activities in the regular school program can be in conjunction with schoolwide functions such as assemblies, clubs, and

other student activities. As students display readiness for increased integration on the regular school campus, they may be placed in Special Motivation Classes or regular classes. Students may also fulfill graduation or G.E.D. (General Educational Development) Test requirements through the ALC.

f. Administration: Operationally, the ALC is an extension of a regular school and is administered by the principal. Some of the ALCs, especially those serving a number of schools, are under the direct administration of the district superintendent or designee.

3. Tutorial Services (TS)

Many potential dropouts are encouraged to remain in school through tutorial assistance which fosters successful school experiences. Selected students receive instruction on a more personalized basis and are given the opportunity to actively participate in identifying and planning their own learning experiences.

Tutorial services provide opportunities for the student to work closely with an interested adult with whom a positive interpersonal relationship has been established. Academic skills are upgraded along with personal and social development.

a. Target Population: Students who are eligible to receive tutorial services under this program meet the criteria of alienated and are potential dropouts. These students are initially referred to the School Screening Advisory Committee for services.

b. Staffing Guidelines: Part-time teachers (PTTs) are hired on an hourly basis to carry out various tutorial activities.

- One (1) PTT (fifteen hours a week) per 12 additional alienated students.
- One (1) PTT (fifteen hours a week) per 6 additional severely alienated students.

Contact time per student may range from one to fifteen hours a week before, during, and after school hours.

c. Setting: Tutorial services are conducted in a variety of settings depending upon the kind of activity, participants, and facilities available. Thus activities may take place in school classrooms, other locations on school campuses, public libraries, churches, recreation centers, homes, and community project sites.

d. Major Activities

(1) Academic Instruction: Individual and/or small group tutoring in specific subject areas is provided to enable students to experience success in difficult areas of study and to earn required credits. Subject areas generally include English, math, social studies and science.

(2) Counseling and Guidance: These services are provided for individuals and in small groups as needed. They go hand-in-hand with the tutoring in academic subjects and other planned activities which foster close relationships between adults and students.

(3) Discovery Activities: Activities involving experiential learning are provided to increase socialization skills along with academic skills. Activities may include arts and crafts, cooking, games, camping, and special projects. Tutorial services are also provided along with work-study experiences for some students.

e. Instructional Techniques: A combination of techniques is utilized to meet specific needs of the students in individual and small group settings.

Success-oriented and interest-centered activities as well as personalized assistance are stressed.

f. Administration/Coordination: Administration/Coordination responsibility for tutorial services rests with the principal. For implementation, tutors are usually under the direct supervision of the Special Motivation Class Teacher, or the Alternative Learning Center Teacher/Coordinator.

4. Work-Study Experiences (WSE)

Work-study experiences provide students who qualify for CSAP with exposure to the world of work through placement at stations that allow students to explore their vocational choices. CSAP work-study credit may be given when plans at the school level include classroom instructional time which is related to the student's work-study experiences.

Work-study students attend school most of the school day. They explore the world of work with their counselors with the goal of raising their occupational expectations. Work-study experiences very often serve as a motivating factor for students to attend school and to do well. Their

studies assume more relevance when related to career readiness. Generally, work stations are located in a school, other governmental agencies, and non-profit organizations. Work-study programs may be negotiated by schools. These negotiated programs must be structured with the approval of the principal and district superintendent. According to Policies and Regulations - Student Series 4000, they should be designed to be equal or comparable to the requirements of the authorized courses.

a. Target Population: Students who are eligible for work-study experiences under this program meet the criteria for the alienated, as designated in CSAP Form 1. They may be enrolled in the regular school program, Special Motivation Classes, or Alternative Learning Centers.

b. Work Station Placement: Placement at a work station, whether school or community-based, is determined individually and in accordance with the current aptitudes, skills, and interests of the student. Careful scrutiny of all available resources is made by work-study coordinators.

   The extent of work-study experiences per student is dependent upon the needs of the individual selected as well as the constraints of available funds. Thus a student's work-study time may range from one to fifteen hours per week for varying lengths of time.

   In some instances, work-study is combined with tutoring. The work activity takes place along with instruction, and usually on the school campus.

c. Personnel: Work-study experiences are coordinated by Alienation Counselors, Special Motivation Class Teachers

and Alternative Learning Center Teachers who pursue appropriate placement of target students and maintains close and continuous communication with work station supervisors. For on-campus work-study experiences, students are assigned to school personnel such as teachers, librarians, cafeteria and office personnel, and custodians. For community-based work-study experiences, the student's immediate supervision will depend upon the specific work station and/or project.

d. Employment Skills Taught: Primary emphasis is placed on development of positive work attitudes and habits in work-study experiences. These include:

(1) Reporting to work on time;
(2) Following directions;
(3) Following up or following through on a job/task assignment;
(4) Taking pride in the quality of work done; and
(5) Making appropriate social adjustments with supervisors and co-workers.

Basic awareness and acquisition of specific occupational knowledge and skills are also gained through work-study experiences.

IV. PROGRAM MANAGEMENT AND COORDINATION

A. Areas of Responsibility within the State-District-School Organizational Structure

In order to fully implement the CSAP and to meet the stated objectives, each level of administration is assigned areas of responsibility. The final decisions for actual implementation will be made by the Superintendent of Education.

1. **The State is responsible for:**
   a. Developing a theoretical framework for the comprehensive program;
   b. Developing guidelines for implementation:
   c. Allocating resources to the districts according to assessed needs;
   d. Conducting program reviews (monitoring);
   e. Providing technical assistance;
   f. Evaluating the statewide program; and
   g. Disseminating information.

2. **The District is responsible for:**
   a. Identifying the critical area(s) in the district;
   b. Identifying the special needs of these areas;
   c. Assessing and mobilizing district resources;
   d. Developing specific programs for the school based on the State-developed theoretical framework;
   e. Allocating district resources;
   f. Conducting program reviews (monitoring);
   g. Implementing the district program;
   h. Evaluating the district program; and
   i. Providing data and submitting required reports to the state office.

3. **The School is responsible for:**

   a. Identifying the critical problems and needs within the school;

   b. Assessing and mobilizing existing resources;

   c. Identifying special program needs;

   d. Developing the school's alienation program narrative;

   e. Developing the climate and providing support of the program;

   f. Implementing the school's program for alienated students;

   g. Selecting and placing personnel;

   h. Establishing a School Screening and Advisory Committee;

   i. Evaluating the school program; and

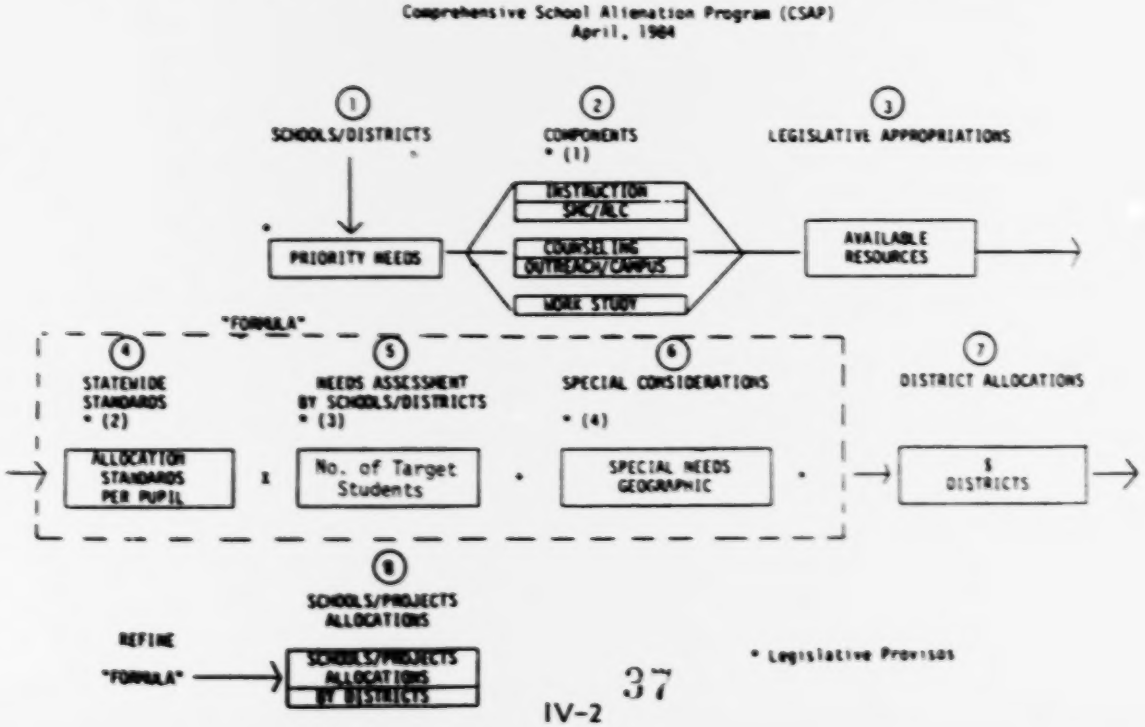
   j. Providing data and submitting required reports to the district office.

B. Allocation Process for State General Fund and CSAP Allocation Guidelines (Statewide Standards)

1. Allocation Process for State General Funds

Figure 2 provides the allocation process for state general funds for CSAP.

Figure 2. ALLOCATION PROCESS FOR STATE GENERAL FUNDS



2. Allocation of Resources

a. Needs Assessment to Determine Target Population: A needs assessment for alienation resources is conducted periodically by the state, districts, and schools. The recently revised CSAP Form I, maintained by the School Screening and Advisory Committee, is annually submitted to the State through the district office.

b. Legislative Appropriations: The amount of funds appropriated by the legislature determines the amount available for CSAP allocation.

c. Rationale for Allocation of Resources: Priority is assigned to those districts and schools with the greatest number of eligible students in proportion to available resources. The State also establishes priority needs based on district responses.

d. Statewide Allocation Standards: Statewide allocation standards have been established and are used to help determine a basic allocation for each district and for each school.

e. Equity in Distribution: Equity in distribution is ascertained by the district's percentage of resources available in relation to its assessed needs. Additional resources are assigned to districts and schools with the highest percentages of unmet needs. Districts are accorded the flexibility to reallocate resources according to their most recent assessment of program requirements.

3. CSAP Allocation Guidelines

The following CSAP allocation guidelines provide statewide standards for the program:

I. Allocation of A Funds

A. Salaries/Wages (FY 1986-87)

	Average Salary/Wage*
Alienation Counselor	$24,937
Teacher	21,586
Educational Assistant (EA)	11,515
Part-time Teacher (PTT)	5,832

B. Instructional Services

Special Motivation Class (SMC) -
65 students (1) teacher and
(1) PTT or half-time EA
Alternative Learning Center(ALC)-
18 students (1) PTT or half-time EA

C. Counseling Services

Alienation Counselor: 100 Students per counselor

D. Work-study Slot

20 students per work-study slot at $1,225 per slot

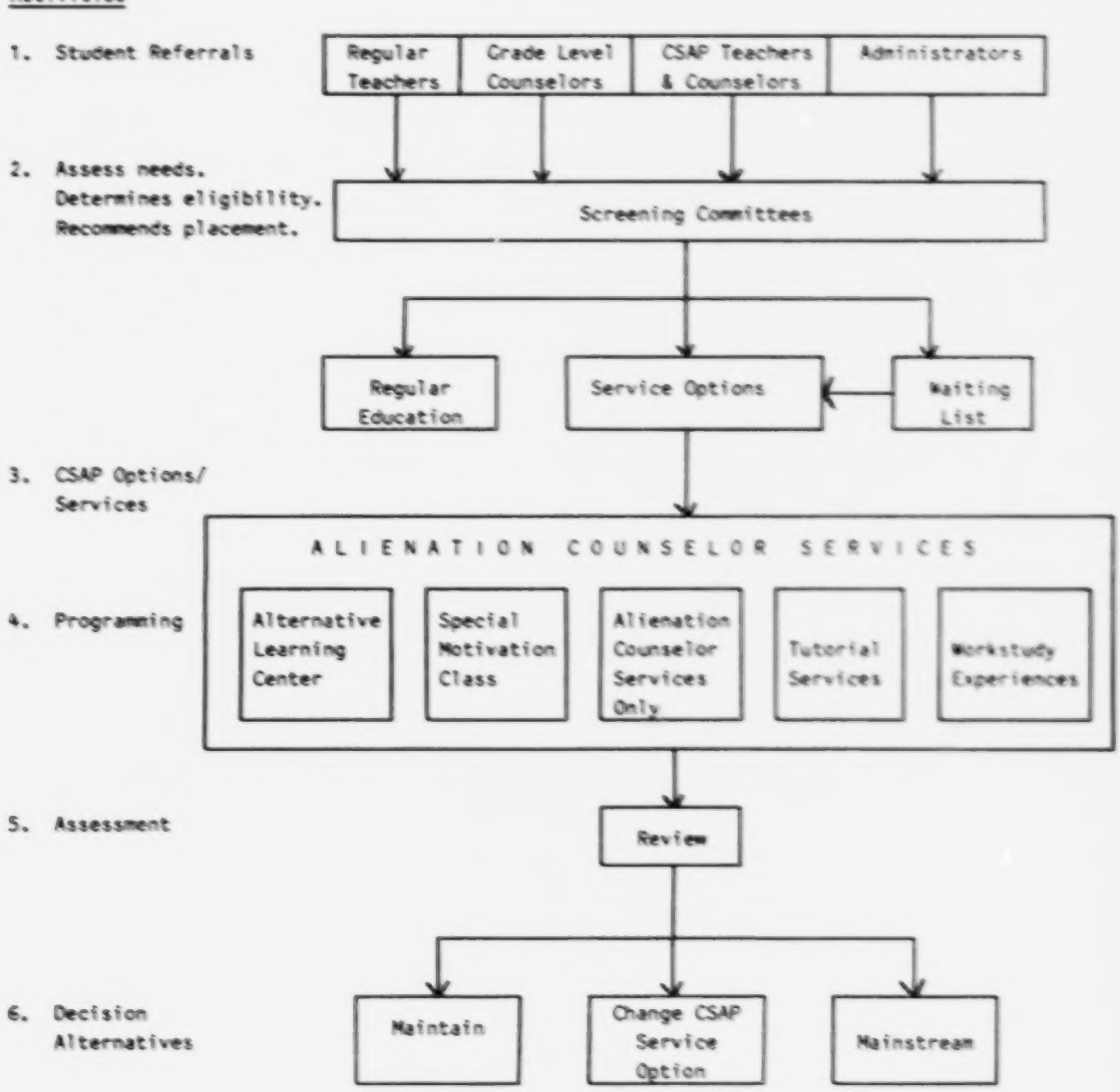
II. Allocation of B Funds

	SMC (per student)	ALC (per student)
Postage	$ .40	$ 1.00
Field trips	5.00	5.00
Food provisions	5.00	5.00
Educational materials	12.22	17.84
	$ 22.62	$ 28.84

* Subject to change (annual incremental raises)

C. School Level Implementation Flowchart

The following flow chart is designed to depict the flow of activities in implementing the program and the roles and responsibilities of the school and CSAP staff.



D. Eligibility, Selection and Placement

The Department of Education is making a concerted effort to provide the most relevant services to identified students. Emphasis is placed on providing students and schools with supplementary programs and services and a variety of flexible options to meet their needs.

1. Premise

If alienation toward school or characteristics which would result in alienation are identified as early as possible, there will be greater probability for successfully working with the child. Early identification allows for time to alter the patterns which give impetus to alienation.

2. Student Eligibility

Each referred student is considered on an individual basis and screened for participation. School records are examined closely to verify existence of the following characteristics:

a. Numerous discipline problems;
b. Poor performance in school work; and
c. Poor school/class attendance.

3. Screening and Advisory Committee

The school-level Screening and Advisory Committee is organized to assist in the screening process and to serve as an advisory body. The selection of members and organization of the committee are left to the discretion of the principal and/or the school staff. The functions of the committee include, but are not limited to, the following:

a. To develop and implement policies and procedures relating to referral, placement and mainstreaming of eligible students.
b. To provide recommendations to the principal concerning matters relating to the development and/or improvement of services for alienated students;
c. To screen referrals to ensure that students selected meet the general requirements as prescribed by school policy;

d. To complete and maintain the information required on CSAP Form 1.

e. To disseminate programmatic information to school staff.

4. Establishment of Referral and Placement Procedures

The policies and operational procedures for referral and placement rest primarily with the school. The process for referring students should generally allow the following:

a. Teacher referrals
b. Counselor and administrative referrals
c. Screening committee recommendations
d. Final disposition by principal

Referrals from non-DOE agencies such as Family Court and DSSH, which are usually received at the counselor or administrative level, should be accepted and processed through the same procedures.

5. Target Population

The implementation of the revised CSAP Form I by the Schools' Screening and Advisory Committees has resulted in the establishment of a non-duplicated, verifiable state target population count. The following data was derived from the compilation of individual school counts as recorded in the CSAP Form I by each school's Screening and Advisory Committees.

Program Size by Districts (Grade 7-12)

	Honolulu	Central	Leeward	Windward	Hawaii	Maui	Kauai	STATE TOTAL
			SY 1984-85					
Alienated	1,526	1,001	1,164	725	834	307	172	5,729
Sev. Alienated	512	311	341	292	298	199	56	2,009
	2,038	1,312	1,505	1,017	1,132	506	228	7,738
			SY 1985-86					
Alienated	1,372	839	1,400	1,027	694	266	298	5,896
Sev. Alienated	382	317	301	388	379	122	97	1,986
	1,754	1,156	1,701	1,415	1,073	388	395	7,882
			2 Year Average					
	1,896	1,234	1,603	1,216	1,102	447	312	7,810

E. State Program Review (Monitoring)

"Review" means to examine deliberately and critically. The term "Program review" describes the activities related to the goal and purposes for reviewing the program, and the on-site review process. The purposes of program review are:

(1) To determine compliance to State regulations and program plans and guidelines;

(2) To review project narratives for fidelity to the project;

(3) To identify areas where improvements can be made; and

(4) To identify promising practices and exemplary projects.

1. Program Review Process

Planning Activities

a. Develop and implement the overall program review plans and schedule.

b. Prepare statewide transmittals regarding program review.

On-Site Activities

a. Provide oral reports and complete written reports based on interviews, observations, examination of records, etc.

b. Conduct an oral exit conference with the school administration/staff.

c. Conduct a district exit conference with the district superintendent/staff.

Evaluation and Follow-up Activities

a. Coordinate timely follow-up services as needed.

b. Analyze findings and outline problems and recommendations.

c. Analyze the reviewing process and outline weaknesses and recommendations.

2. On-site Monitoring Review Process

Coordination with District

a. Coordinate on-site meeting time, place and transportation with district staff who may accompany the state reviewer.

b. Utilize B-1/B-2 forms completed by the school and determine validity of records provided.

c. Note and report all findings and recommendations in Exit Conference with Principal and/or designated staff.

3. The School/District Exit Conference

Upon completion of all individual school visitations, an exit conference is conducted for the principal/district superintendent and designated staff.

The School/District Exit Conference is intended to provide immediate feedback to the school/district on the results of the program review. During the school exit conference, the program reviewer reports assessment findings of the school's program. Statements concerning strengths, weaknesses, problem areas, and successful practices and activities of the projects is presented along with recommendations for improvements.

4. The Written Report

A written report from the Assistant Superintendent of the Office of Instructional Services (OIS) is transmitted to the district superintendent. The written report includes time and place of observation and all findings and recommendations presented orally in the school and district exit conferences.

The written report to the district is sent within thirty (30), or less working days following the Exit Conference. The district submits a written response to the program review report within thirty (30), or less working days following receipt of the written report from the OIS Assistant Superintendent.

5. Follow-up Activities

The state works with the respective district to ensure project response and follow-up corrective action. Follow-up visits to the district/school may be scheduled should matters require immediate or additional attention.

F. In-service Training

1. Rationale

The in-service training program is designed to further develop and refine the necessary skills to assist the target group.

2. Goal

The goal of the in-service training program is to train the personnel to develop, maintain and/or increase their proficiencies in meeting the needs of alienated youths.

3. Objectives

The objectives of the in-service training program are to:

a. Develop highly qualified alienation program personnel to work with alienated students;

b. Develop program knowledge and proficiencies;

c. Work towards attainment of higher levels of proficiency.

4. In-service Training Content

While in-service training content is to be primarily determined by the program participants, a suggested list of pertinent topics and activities are provided in Table 1 as a starting point in determining content priorities.

Table 1. IN-SERVICE TOPICS AND ACTIVITIES

AREA	SUGGESTED IN-SERVICE TOPICS AND ACTIVITIES
COUNSELING AND GUIDANCE	Identification of children Basic needs of children Discipline Vocational counseling
COMMUNICATION	Public relations as organizational responsibility Human relations
Supervision	Legal aspects Problems of communication Authority, responsibility, and delegation . Line and staff relationship . Role status and job descriptions Human needs - social and organizational
Coordination	Communication skills and techniques Articulation Community resources
Nature of Organization	Structure and function Effecting organizational change
INSTRUCTIONAL DEVELOPMENT	Individualizing instruction Instructional management Instructional strategies
MANAGEMENT(Financial Aspects)	Funding Budgeting DOE business procedures . Purchasing . Record Keeping
LEGAL ASPECTS	Liability and responsibility of CSAP personnel, parents and students

5. District Responsibility for In-Service Training

In-service training activities are made available for the program personnel by the district. Participants will be primarily responsible for the planning, scope, and conduct of their training for the purpose of developing their potential in their particular role. These in-service training sessions are also designed to provide opportunities for personnel to engage in continuous dialogue with the district coordinator in order to increase their effectiveness in working with the alienated students in their respective schools. Districts are encouraged to consider the possibility of coordinating inter-district sessions whenever costs are deemed feasible.

G. Reporting Requirements for CSAP

Reporting requirements for CSAP for each school year shall include CSAP Project Description (Revised Form B-1 & B-2), CSAP Needs Assessment (CSAP Form I), and CSAP Project Summary (Revised Form A-1 & A-2). See the Appendix section for copies of these forms.

Project personnel and/or administrators of schools with school alienation projects are to complete the following forms:

- CSAP Form I (white), CSAP Needs Assessment.
- CSAP Forms B-1 (pink) and A-1 (green) for Alternative Learning Centers and Special Motivation Classes; and
- CSAP Forms B-2 (yellow) and A-2 (blue) for Alienation Counseling, Alienation Aide, Part-Time Advisor/Tutor and Work-Study Projects.

These reports provide:

1. A description of each school alienation project for the school year;

2. Summary data of each school alienation project for the school year;

3. Data required for CSAP program planning; and

4. Data required for CSAP reports to the Board of Education and the State Legislature.

Schools are to submit reports to their district office. The district office submits a copy of each B-1 and B-2 report in October, CSAP Form I in February, and each A-1 and A-2 report in June to the State Office.

The data collected are summarized annually at the state level and an annual "Program Assessment Report" is produced which provides data required for program planning. The report is submitted to the Board of Education and to the State Legislature. The data also provide the basis for program evaluation.

Table 2 provides a summary and guidelines for completion of CSAP reporting requirements.

Table 2. SUMMARY AND GUIDELINES FOR COMPLETION OF CSAP REPORTING REQUIREMENTS
CSAP Revised Form: 1985

FORM (Due to State)	WHY	CHANGE FROM OLD FORM	WHO COMPLETES
CSAP (February)	Identify school CSAP target students	Deleted Columns 1 and 14 from the old form	School Screening Committee
B-1 (October)	Project Plan and Program Review Report for CSAP instructional component	1. Merged B-1 and Program Review Reports 2. Only one form needs to be completed per instructional component per school	Lead teacher of the School providing ALC, SMC, TS, and WS instructional services.
B-2 (October)	Project Plan and Program Review Report for CSAP Counseling component	1. Separated the instructional from that of the counseling function 2. Focus is on the services being provided the CSAP students	All alienation counselors
A-1 (June)	Project Summary Report for Instructional Component	1. Emphasize student achievement in terms of CSAP effectiveness measures 2. Only one form needs to be completed per instructional component per school	Lead Teacher of the classroom providing ALC, SMC, TS, and WS instructional services.
A-2 (June)	Project Summary Report for Counseling Component	Emphasize counseling services provided by the CSAP counselors	All alienation counselors

H. Hiring of Alienation Program Personnel

The success of any program which serves alienated students is dependent on the personnel selected to reach and assist the alienated student. Prime requisites of these personnel are:

- Ability to understand and empathize with alienated youths;
- Ability to effectively reach and relate to the alienated youths;
- Personal attributes which encourage target students to relate to them, and to be accepted as role models; and
- Academic preparation and training in relation to their specific areas of endeavor with alienated students.

The following are specifications for the hiring of program personnel:

1. Certificated Teacher/Counselors

The hiring and assignment of certificated teachers/counselors shall be in accordance with appropriate procedures, guidelines, and regulations as established by the Department of Education.

2. Classified Personnel

a. The hiring and assignment of classified personnel shall be in accordance with appropriate procedures, guidelines and regulations as established by the Department of Education.

b. All educational assistants and other classified personnel employed in projects for alienated students must be supervised.

3. Part-Time Temporary Teachers (PTT)

a. Districts may employ part-time temporary teachers in projects for alienated students in accordance with

appropriate procedures, guidelines and regulations established by the Department of Education.

b. Part-time temporary employees in projects for alienated students must be supervised.

4. Coordinators

a. Educational Officer Positions:

(1) Educational specialists who coordinate the district's alienation program must be qualified educational officers with the following major responsibilities:

(a) Identification of the most pressing educational needs of the alienated youth;

(b) Supervision of the conception, development and implementation of services to meet the needs of the selected target group; and

(c) Coordination of all educational services provided to the target group.

(2) New positions for district Alienation Coordinators shall be established only with the final approval of the State Superintendent and in accordance with the existing Department of Education procedures, guidelines and regulations.

b. Teacher Positions:

(1) Districts may establish project and/or teacher-coordinator positions on approval by the superintendent. The four major areas of responsibility of the project coordinator shall include:

(a) Identification of the most pressing educational needs of the educationally deprived children in the project area and the ranking of needs in order of priority;

(b) Conception and development of projects that will meet the needs of the educationally deprived children;

(c) Implementation of the project activities and services with primary emphasis upon curricular development; and

(d) Evaluation of the effectiveness of project activities. There should be continuous appraisal of the on-going project.

(2) Project coordinators must be certificated personnel who meet the position specifications outlined in the project application. Project coordinators shall not be assigned any administrative responsibilities and shall follow the teacher's regular work day and year.

5. **Consultants**

Outside consultant services for the projects may be contracted in accordance with appropriate procedures, guidelines and regulations as established by the Department of Education.

6. **Substitutes**

Hiring of substitutes for certificated and classified personnel shall be in accordance with the appropriate procedures, guidelines, and regulations as established by the Department of Education.

I. **Hours**

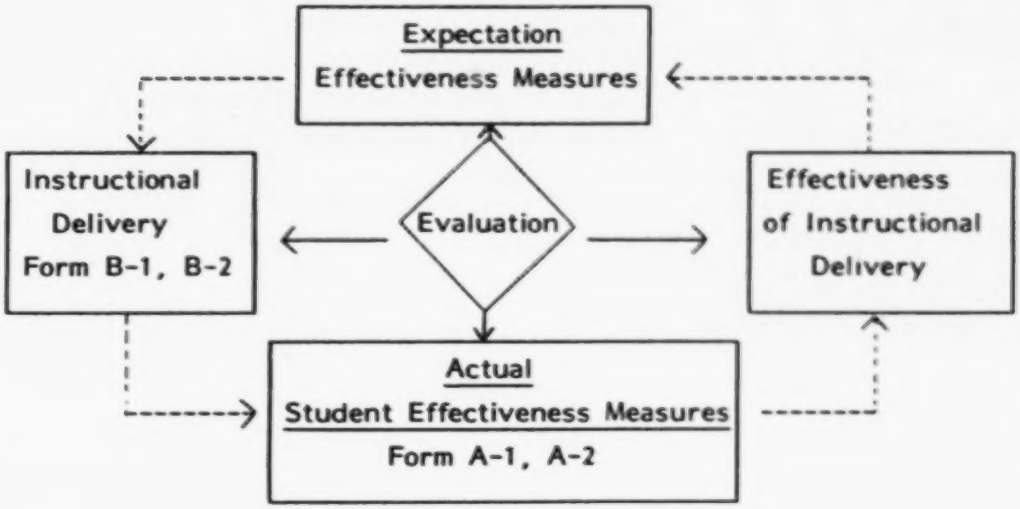
Hours of work shall be as prescribed by appropriate procedures, guidelines, regulations and collective bargaining contracts in effect in the Department of Education.

V. EVALUATION

1. Introduction

For evaluation to be useful, especially at the school site, it must be relevant to the instructional context and expressed in terms of observable student outcomes. Student outcomes, which are the basis for the measures of effectiveness of CSAP, provide the focus for the selection and success of the instructional delivery as well as the basis for additional information regarding student needs.

A model illustrating the linkage between program plan and evaluation is illustrated below.



Note that this model represents classroom instructional management processes. Since the goal of management is to provide the most effective educational experiences and opportunities for the students, the role of evaluation is critical for program improvement. In regard to program improvement, evaluation occupies a central position.

This means that the measures of effectiveness provide the framework for project improvement, i.e. comparison of the actual results with what was expected and determination of the strengths and weaknesses of instructional deliveries which were provided.

Based on the foregoing model, the following measures of project effectiveness and the instrumentation necessary to measure the degree of attainment are presented. The student and project expectations, with the numbers circled, are listed as examples. For meaningful evaluation purposes, (see sample, next page), the circled number should be selected by each project site for all six measures of effectiveness only after a careful review as to the contact time, the number of students, the characteristics of the students, the environment, the anticipated administrative support and other variables. The selected student and project expectations can then be incorporated within the measures of project effectiveness.

An example of a measure of project effectiveness, based on the CSAP Growth Attributes Rating Scale, is as follows:

> At least 75% (project expectation) of the students will show a growth rating score of 10 (student expectation) or better based on the following CSAP Growth Attributes Rating Scale.

CSAP GROWTH ATTRIBUTES RATING SCALE

Rate By Circling — ATTRIBUTES / Number	Scale: Growth			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. Positive Attitude Toward School • Attendance • Involvement with school activities • Growth toward mainstreaming	4	(3)	2	1
2. Positive Self-Concept • Shares feelings/ideas • Group participation • Accepts criticism	4	3	(2)	1
3. Academic Success • Passes courses • Meeting graduation requirements • Timely work completion	(4)	3	2	1
4. Social Skills • Respectful of self and others • Responsible/Cooperative	4	(3)	2	1
TOTAL GROWTH MEASURE SCORE (CIRCLED RATINGS):			12	

Example of (1) Rating (3) + (2) + (4) + (3) = 12

(2) Scoring 12

2. Issues and Data Needs

Evaluation provides management with feedback information to be used for program improvement. The improvement decisions may take the form of changes in the program scope, implementation plan and/or instructional delivery strategies.

Evaluation occurs at all levels of DOE management: the classroom, school, district, and state levels. The basic concept of CSAP evaluation activities is the multiple use of the same information at the varied levels of management for the improvement of program services to the targeted alienated students.

The following table presents the issues and data needs for effective evaluation and management of CSAP.

ISSUES AND DATA NEEDS
CSAP Evaluation

Levels	Issues Addressed	Data Needs
Site	• What are the specific needs of each student? • How can the needs of the students be addressed? • Are the students progressing as expected? • What are the changes which need to be made to improve program effectiveness?	• Diagnostic information • Strategies which worked • Progress information • Student improvement data
School	• Are the planned activities being implemented in a timely manner? • Is the project being implemented effectively? • Is the project effective in meeting objectives as planned? • What are the effects of the project on the total school program? • What are the support needs?	• Implementation information • Monitoring information • Student outcome measures
District	• Is the program effective? • What are the changes which need to be made to improve program delivery? • What is the scope of the program? • What are the support needs?	• Student outcome statistics • Delivery of services • Descriptive statistics
State	• Is the program: - in compliance? - attaining its objective? - effective? • Can the delivery strategies be improved? • Is the plan comprehensive?	• Delivery of services • Student outcome data • Cost • Delivery of services • Reviews

3. Measures of Effectiveness

The objective of the Comprehensive School Alienation Program is the improvement in students' behavior resulting from its services. The initial program (state) measures of effectiveness are:

a. At least 75% of the program students will be rated 10 or better based on the CSAP Growth Attributes Rating Scale;

b. At least 75% of the program students will not drop out of school by the end of the school year;

c. At least 75% of the program seniors (12th graders) will graduate by the end of the school year;

d. At least 10% of the program students will be recommended for mainstreaming or will have been mainstreamed by the end of the school year;

e. At least 60% of the program students will pass all of their program courses; and

f. At least 70% of the program students will maintain a program attendance rate of 70% or more.

Projects (schools) as well as program (state/district) managers are encouraged to review and use student performance findings as a means of upgrading and/or maintaining a challenging level of student and project expectations.

4. Data Gathering Plan

For evaluation to occur effectively within the project, both programmatic and student outcome measures are to be gathered and analyzed.

Basic information is presented in the chart form below.

ROLES AND RESPONSIBILITIES
CSAP Evaluation Activities

Instrument	Task	Responsibility	Schedule
• B-1, B-2 (Programmatic)	1. Completion	School	October
	2. Review	Principal	October
	3-4. District, State Review/Analysis	District/State	November
• A-1, A-2 (Student Outcome measures)	5. Completion	School	June
	6. Review	Principal	June
	7-8. District, State Review/Analysis	District/State	July
• B-1, B-2 A-1/A-2 Appendix	9. Evaluation Report	State	September
	10. Dissemination	State	November

APPENDIXES

ALTERNATIVE LEARNING CENTERS
SY 1985-86

District/Project	Project Location	Administrative Base
Honolulu District		
Articulated School Alienation Program (ASAP)	Moowaa Street	Roosevelt High
Farrington High ALC	Lanakila Elementary	Farrington High
Honolulu District ALC	Liliuokalani Elementary	Honolulu District
Honolulu Intermediate ALC	Anuenue Elementary	Washington Intermediate
Kaimuki High ALC	Palolo Elementary	Kaimuki Playground
Kaiser-Kalani ALC	Koko Head Elementary	Kaiser High
McKinley High ALC	Royal Elementary	McKinley High
Central District		
Aiea-Radford High ALC	Makalapa Community Center	Aiea High
Central District ALC Storefront	801 Center St. Wahiawa	District Office
Leeward District		
Campbell High ALC	Campbell High	Campbell High
Ilima Intermediate ALC	Ilima Intermediate	Ilima Intermediate
Nanakuli High ALC	St. Rita's Church	Nanakuli High-Inter.
Pearl City High ALC	Pearl City High	Pearl City High
Waianae High ALC	Waianae Elementary	Waianae Elementary
Waianae Inter. ACL	Waianae Elemenatry	Waianae Elementary
Waipahu High ALC	Waiau Elementary	Waipahu High
Waipahu Inter. ALC	Waipahu High	Waipahu Intermediate
Windward District		
Kahuku ALC	Liliuokalani Trust Building Punaluu	Kahuku High
Olomana Youth Center	Olomana School	Olomana School
Hawaii District		
Hilo High Alternative	District Annex, Rms. 13,14	Hilo High
Hilo High-Inter. ALC (Hakili)	Old Halalau School	Hilo Intermediate
Konawaena High ALC (Hooponopono)	Historic Park, and old Alae School	Konawaena High-Inter.

Maui District

Baldwin and Maui High ALC	Puunene School	Baldwin High School
Lahainaluna ALC	Lahaina Hongwanji Hall	Lahainaluna High School
Molokai High ALC (Kula Hele Paia)	Molokai Hawaiian Academy of Knowledge	Molokai High-Inter.

Kauai District

Kauai-Kapaa High ALC	Anahola	Kapaa High

APPENDIX B

CSAP Form A-1 Rev. 7/86
For Instructional Component
ALC, SMC, TS and WS
Prepare one (1) form for each
of the above services

COMPREHENSIVE SCHOOL ALIENATION PROGRAM

C.S.A.P. PROJECT SUMMARY REPORT

School Year 19__ to 19__

Purpose: To determine the extent of student participation and the type of outcomes associated with participation in the project during this S.Y.

Number of Copies: Prepare three (3), minimum.

Distribution: Original - District Office

1st copy - Project or School

2nd copy - State Occupational Development and Compensatory Education Section via District Office

Due Date: To District Office by: _____

Completion and Review

Name of base School _____

Completed by: _____ _____
(Position) (Date)

Reviewed by:

(a) School administrator:

_____ _____
(Signature) (Date)

(b) District C.S.A.P. Specialist:

_____ _____
(Signature) (Date)

(c) State C.S.A.P. Specialist:

_____ _____
(Signature) (Date)

RS 86-0019

School _____
Date _____
Service: Please check only one
____ ALC ____ SMC ____ TS ____ WS

CSAP PROGRAM SUMMARY RECORD REPORT: Form A-1
INSTRUCTIONAL SERVICES

(1) NAME	(2) GRADE	(3) NUMBER OF PERIODS	(4) Attendance Days (✓) a PROJECTED	b ATTENDED	c % ATTENDED	(5) Additional CSAP Services Received a COUNSELING	b ALC	c SMC	d TS	e WS	(6) Minimum Expectations (✓) a DROPPED OUT	b GRADUATED	c MAINSTREAMED	d PASSED ALL COURSES	(7) CSAP Growth Assessment Ratings* a ATTITUDE TOWARD SCHOOL	b SELF-CONCEPT	c ACADEMIC SUCCESS	d SOCIAL SKILLS	e TOTAL SCORE	f ATTAINED? YES	(8) PROMOTED
1.																					
2.																					
3.																					
4.																					
5.																					
6.																					
7.																					
8.																					
9.																					
10.																					
11.																					
12.																					
13.																					
14.																					
15.																					
16.																					
17.																					
18.																					
19.																					
20.																					
TOTALS																					

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(9) EVALUATION

(1.) CALCULATE GROUP PERCENTAGE

a. ATTENDANCE
Count>than 70% (4c) / Total Enrollment = ____%

b. DROPPED OUT
Number of checks(6a) / Total Enrollment = ____%

c. GRADUATED
Number of checks(6b) / Number of 12th graders = ____%

d. MAINSTREAMED
Number of checks(6c) / Total Enrollment = ____%

e. PASSED ALL COURSES
Number of checks(6d) / Total Enrollment = ____%

f. CSAP GROWTH ASSESSMENT
Number of Yes (7f) / Total Enrollment = ____%

(2.) COMPARE GROUP PERCENTAGE

	EXPECTED	ACTUAL	ATTAINED YES	NO
a.				
b.				
c.				
d.				
e.				
f.				

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* KEY GROWING RATING SCALE
4 = EXCELLENT
3 = GOOD
2 = FAIR
1 = POOR

(3.) DO YOU FEEL THE PROGRAM BENEFITTED THE STUDENTS? (4.) LIST YOUR RECOMMENDATIONS HOW?

INSTRUCTIONS FOR COMPLETING CSAP FORM A-1 (Revised 7/86)

STEP

1. Complete Identification (cover sheet): Name of school and circle CSAP service.

2. Column (1) Enter the names of the students enrolled in the project.

   Column (2) Enter grade for each student; e.g., Grade 9.

   Column (3) Enter the number of periods the student is being provided services.

   Column (4) Calculate rate of attendance

   a. Enter the number of school days from the first to the last day enrolled.

   b. Enter actual days attended.

   c. Divide (b) by (a).

   Column (5) Check the appropriate columns other than the service being provided by you.

   Column (6) Check the appropriate minimum expectations categories,(a), (b), (c), and/or (d), which may apply to the student.

   Column (7) Step I: Rate each of the four CSAP Growth Assessment Ratings, (a), (b), (c), and (d), using the key below:

   Key: 4 = Excellent
   3 = Good
   2 = Fair
   1 = Poor

   Step II: Add the scores; (a), (b), (c), and (d); (Step I) and record in the column (e) Total Score.

   Step III: From Form B-1, Section III. B., enter in the circle above (f) the student expectation score.

   Step IV: Check the "Yes" column (f) if the Total Score (e) is equal or greater than that of the student expectation score (number in circle above f).

3. Total the columns.

4. Column (8) Promoted - Check if student will be promoted.

5. **Column (9) Evaluation**

(1.) Calculate group percentage for -

a. Attendance

Step I: Count the number of students whose attendance rate is equal to or better than 70% in Column (4)c.

Step II: Divide the above (count) by the number of students enrolled.

b. Dropped Out

Count the number of checks in Column (6)a and divide by the number of students enrolled.

c. Graduated

Divide the total of checks (Column 6b) by the number of 12th grade students enrolled.

d. Mainstreamed

Divide the total checks (Column 6c) by the number of students enrolled.

e. Passed All Courses

Divide the total checks (Column 6d) by the number of students enrolled.

f. CSAP Growth Assessment

Divide the total checks in "Attained-Yes" (Column 7f) by the number of students enrolled.

(2.) Comparison of Group Percentage

Step I: From Form B-1, Section III, identify and fill in the expected project percentage of -

a = Attendance
b = Dropped Out
c = Graduated
d = Mainstreamed
e = Passed All Courses
f = CSAP Growth Assessment Ratings

Step II: Copy the calculated group percentage from above.

Step III: Compare the Expected to Actual, and check either the "yes" or "no" column to indicate whether each expectation was attained.

6. Answer items (3.) and (4.) If additional space is needed, please use the other side of the sheet.

APPENDIX C

CSAP Form A-2, Rev. 7/86
For Counseling Component
Prepare one (1) form for
each Alienation Counselor

COMPREHENSIVE SCHOOL ALIENATION PROGRAM
C.S.A.P. PROJECT SUMMARY REPORT
School Year 19__ to 19__

Purpose: To determine the extent of student participation and the type of outcomes associated with participation in the project during this S.Y.

Number of Copies: Prepare three (3), minimum.

Distribution: Original - District Office
1st copy - Project or School
2nd copy - State Occupational Development and Compensatory Education Section via District Office

Due Date: To District Office by: _____

Completion and Review

Name of base School: _____

Completed by: _____ (Position) _____ (Date)

Reviewed by:

(a) School administrator:

_____ (Signature) _____ (Date)

(b) District C.S.A.P. Specialist:

_____ (Signature) _____ (Date)

(c) State C.S.A.P. Specialist:

_____ (Signature) _____ (Date)

School _____

Date _____

CSAP PROJECT SUMMARY REPORT : A-2

For Counseling Component

A. Scheduled Counseling Services to CSAP Students: Data for this school year (Actual)

Component	(a) Number Assisted	Number of Students Showing Improvement (Double Counts OK)			
		(b) Cope with Personal/Social Problems	(c) Clarify Personal Values & Standards	(d) Make Educational Career Decisions	(e) Develop Personal Goals/ Objectives
1. ALC					
2. SMC					
3. TS					
4. WS					
5. Counseling Only					
TOTAL					
PERCENTAGE		1. %	2. %	3. %	4. %

B. Student Outcome Measures: Comparison of Expected (Form B2, Section C) and Actual (Section A above) in percentages.

Of the total students provided counseling services, approximately:

1. __x__ % will increase the ability to cope with personal and social problems.
2. __x__ % will increase the ability to clarify personal values and standards.
3. __x__ % will be able to make educational and/or career decisions.
4. __x__ % will be able to develope Personal/Goals and Objectives.

	Percentage		
	Expected	Actual	Difference
1.	%	%	%
2.	%	%	%
3.	%	%	%
4.	%	%	%

Question:

Looking at the Difference column, what changes do you plan to make next year which should improve your services?

C. Assisting Alienated Students: Comparison of Expected (Form B2, Section C) and Actual (Current school year)

1. The Student		Number Expected	Actual	Difference
a. Provide individual counseling	a.	_____	_____	_____
b. Provide group counseling	b.	_____	_____	_____

Question:

Looking at the Difference column, what changes do you plan to make next year which should improve your services?

---

2. School and Staff		Number Expected	Actual	Difference
a. Share pertinent student and family information with	a.	_____	_____	_____
b. Serve on committee such as the school guidance program or as member of screening and advisory committee	b.	_____	_____	_____
c. Participate/conduct orientation regarding school alienation	c.	_____	_____	_____

Question:

Looking at the Difference column, what changes do you plan to make next year which should improve your services?

---

3. Parents		Number Expected	Actual	Difference
a. Provide information about school problems, policy, procedure, etc.	a.	_____	_____	_____
b. Assist in referrals to DOE or other agencies	b.	_____	_____	_____
c. Home visitations	c.	_____	_____	_____

Question:

Looking at the Difference column, what changes do you plan to make next year which should improve your services?

4. Community		Number Expected	Actual	Difference
a. Coordinate needed services with appropriate agencies	a.	_____	_____	_____
b. Provide liaison services with Family Court	b.	_____	_____	_____

Question

Looking at the Difference column, what changes do you plan to make next year which should improve your services?

---

5. Time Management		Percentage Expected	Actual	Difference
a. Directly assisting students (All of 1-4 above).	a.	_____%	_____%	_____%
b. Record keeping	b.	_____%	_____%	_____%
c. Attend meetings	c.	_____%	_____%	_____%
d. Provide reports as needed	d.	_____%	_____%	_____%
e. Tutorial services coordination.	e.	_____%	_____%	_____%
f. Work study coordination	f.	_____%	_____%	_____%
g. Campus walking	g.	_____%	_____%	_____%
h. Family Court attendance	h.	_____%	_____%	_____%
i. Other	i.	_____%	_____%	_____%
TOTAL		_____%	_____%	_____%

D. Additional Comments

INSTRUCTIONS FOR COMPLETING CSAP FORM A-2 (Revised 7/86)

Identification: (1) Write name of school
(2) Position and
(3) Date

Section A. Data for this school year.

Step 1: Enter the number of students assisted and number of students showing improvement [Columns (a), (b), (c), (d), and (e)] by the CSAP components.

Step 2: Total columns (a), (b), (c), (d), and (e).

Step 3: Calculate the percentages of columns (b), (c), (d), and (e) by dividing each by the calculated total (a) as follows:

$$\text{Percentage (b)} = \frac{\text{Total (b)}}{\text{Total (a)}} = ____\%$$

$$\text{Percentage (c)} = \frac{\text{Total (c)}}{\text{Total (a)}} = ____\%$$

$$\text{Percentage (d)} = \frac{\text{Total (d)}}{\text{Total (a)}} = ____\%$$

$$\text{Percentage (e)} = \frac{\text{Total (e)}}{\text{Total (a)}} = ____\%$$

To fill in Section B and C, you will need your CSAP Form B-2.

Section B: Comparative data for site evaluation

Step 1: Fill in the Expected column from CSAP Form B-2, Section C.

Step 2: Fill in the Actual column by copying the percentage finding from Section A (above), columns (b), (c), (d), and (e).

Step 3: Calculate and fill in the difference.

Step 4: Analyze the differences and answer the question.

Section C, 1-4: Follow Section B, Steps 1-4.

5 & 6: Follow Section B, Steps 1-3 (Omit Step 4).

Section D: Self-explanatory

CSAP Form B-1, Rev. 7/86.
For Instructional Component:
ALC, SMC, TS, and WS.
Prepare one (1) form for
each of the above services.

COMPREHENSIVE SCHOOL ALIENATION PROGRAM
Project Plan and Program Review Report
School Year 19__ to 19__

Purpose: By means of the information collected via this record, in addition to periodic project status reports, an up-to-date CSAP data base may be established. From this data base, information about project activities and outcomes may be routinely extracted for summarization, analysis, review and reporting.

Number of Copies: Prepare two (2), minimum

Distribution: Original - District office
1st copy - Project or school
2nd copy - State Occupational Development and Compensatory Education Section via District Office

Due Date: To district office by _____

Completion School _____ CSAP Service: ALC SMC TS WS
(Circle only ONE)

Completed by: _____ _____
(Position) (Date)

Reviewed by:

(a) School Administrator

_____ _____
(Signature) (Date)

(b) District CSAP Specialist

_____ _____
(Signature) (Date)

(c) State CSAP Specialist

_____ _____
(Signature) (Date)

APPENDIX D

RS 86-0016

COMPREHENSIVE SCHOOL ALIENATION PROGRAM
Project Plan and Program Review Report

Identification

School _____

(Check only one) ALC___ SMC ___ TS ___ or WS ___

(TO BE FILLED IN BY PROGRAM REVIEW TEAM) Person(s) Interviewed _____ Position(s)_____ Date _____

I. Number of Participants (as of this September 30th)

A. Students

	7	8	9	10	11	12	TOTAL
1. As of September 30							
2. Expected count as of May 31	- -						

B. Student Schedule

- How many periods per day, on the average, do students receive services? _____/day

C. Personnel Directly Involved with Project

1. CSAP Funding

Staff	Number	FTE	Name
EA	_____	___	_____
PTT	_____	___	_____
Teacher	_____	___	_____
Other	_____	___	_____

2. Special Funding

EA	_____	___	_____
PTT	_____	___	_____
Teacher	_____	___	_____
Other	_____	___	_____

D. CSAP Cost: A _____ B/C _____

	COMPLETE	FOR REVIEW TEAM COMMENTS
II. Needs Assessment		
A. School needs assessment has been completed? (from latest Form 1 data)	Number of target population _____ Alienated _____ Severely alienated	
B. Needs assessment data are available upon request	_____ Yes _____ No _____ NA	
III. Program Effectiveness Measures (Projection for current SY)		
A. Project Minimum Expectations	Actual (Past SY) / Expected (Current SY)	
1. Attendance 70% or better	_____% _____%	
2. Drop out	_____% _____%	
3. Graduate (12th grade)	_____% _____%	
4. Mainstream	_____% _____%	
5. Pass all subjects	_____% _____%	
B. CSAP Growth Assessment Ratings 75% of the students will score at least 10 points on CSAP Growth Assessment Scale, A-1, Section (7).	Expection / Actual (Past SY) / Expected (Current SY) 1. Project _____ % _____ % 2. Student _____ % _____ %	
IV. Selection of Project Students (Current SY)		
1. There is a Screening Committee.	1. _____Yes _____No _____NA	
2. Screening Committee follows Selection Guidelines.	2. _____Yes _____No _____NA	
3. Parent written approval is on file in student placement.	3. _____Yes _____No _____NA	
4. Screening Committee list available upon request (CSAP Form 1)	4. _____Yes _____No _____NA	

	COMPLETE	FOR REVIEW TEAM COMMENTS
V. Project Services/Activities (Current SY) A. Identify the courses offered for credits.	Course — Please Check English or Language Arts _____ Math _____ Science _____ Social Studies _____ Guidance _____ Phys. Ed/Health _____ Other (specify)_____	
B. Identify the major features of instructional delivery in the project.	Check applicable features: ___Needs assessed for each student ___Appropriate program for each student ___Contract learning ___Large group instruction/activity ___Small group instruction/activity ___One-to-one tutoring ___Peer tutoring ___Other	
C. List the kind of counseling/ guidance activities you plan to provide.	List activities: ___Individual/Group ___Other: (list) _____ _____ _____ _____	

	COMPLETE	FOR REVIEW TEAM COMMENTS
VI. Information Dissemination A. The regular school staff is informed of project and other services available to target students.	If yes, how? ___ Faculty meetings ___ School newspaper ___ Department meetings ___ Memos ___ Others: List _____	
B. Parents are informed of project and other services available to target students.	If yes, how? ___ School newsletters ___ Telephone ___ Visitation ___ PTA/PTSA ___ Others:_____	
C. The community is informed of project and other services available to target students.	If yes, how? ___ Community papers ___ Newsletters ___ Community meeting ___ Others:_____	
VII. Student Progress (Current SY) A. Up-to-date individual progress records are maintained.	If yes, how? ___ Individual file ___ Teacher's recordbook ___ Others:_____	
B. Individual progress is reported to students weekly.	If yes, how? ___ Weekly ___ Monthly ___ Quarterly ___ Semesterly	
C. Individual progress is reported to parents as needed.	If yes, how?	

	COMPLETE	FOR REVIEW TEAM COMMENTS
VIII. Project Assessment/Evaluation (Current SY) A. Are you familiar with:	CSAP Form 1: ____ Yes ____ No Form B-1/B-2 ____ Yes ____ No Form A-1/A-2 ____ Yes ____ No	
B. Data collection and record keeping are maintained to effect project improvement.	If yes, how?	
IX. In-Service (Current SY) A. In-service needs are recognized and communicated to appropriate personnel. B. List recommendation for in-service training.	A. _____ Yes _____ No B. List recommendations:	
X. School CSAP Project Narrative A. Are you familiar with the school's project narrative? B. Do the school's project narrative describe the project <u>adequately</u>.	A. _____ Yes _____ No B. _____ Yes _____ No If no, why?	

INSTRUCTIONS FOR COMPLETING FORM B-1 (Revised 7/86)

Identification: (1) Write name of school, and

(2) Check project component.

Section (I.) A.1 : Enter number of students enrolled by grade and TOTAL.

A.2 : Enter enrollment expected at the end of this school year.

B. : Need not be exact, closest approximation of average periods of instruction per day.

C.1 : FTE should be in terms of Full Time Equivalent per day (1.0/day)

C.2 : Special Funding: Other than CSAP funded positions.

D. : Enter A and B/C costs.

Section (II.) A. : Enter findings from latest Form 1 data.

B. : Self-explanatory.

Section(III.) A. & B. : Beginning SY 1986-87, (1) list the percentage findings from CSAP Form A-1 (past SY) in the Actual column and (2) based on the past findings list your own expected percentages in the Expected column.

Section (IV.) : Self-explanatory.

Section (V.) : Self-explanatory.

Section (VI.) : Self-explanatory.

Section (VII.): Self-explanatory.

Section(VIII.): Self-explanatory.

Section (IX.) : Self-explanatory.

Section (X.) : Self-explanatory.

CSAP Form B-2 (Rev. 6/86
For Counseling Component
Prepare one (1) form for
each Alienation Counselor

COMPREHENSIVE SCHOOL ALIENATION PROGRAM
Project Plan and Program Review Report
School Year 19__ to 19__

Purpose: By means of the information collected via this record, in addition to periodic project status reports, an up-to-date CSAP data base may be established. From this data base, information about project activities and outcomes may be routinely extracted for summarization, analysis, review, and reporting.

Number of Copies: Prepare two (2), minimum

Distribution: Original - District Office
1st copy - Project or School
2nd copy - State Occupational Development and Compensatory Education Section via District Office

Due Date: To district office by _____

Completion School _____ FTE _____
(At this school)

Completed by: _____ _____ _____
(Position) (Date)

Are you also servicing another school? If so, please indicate:

Name of other school _____ and FTE _____

Reviewed by: (a) School Administrator

_____ _____
(Signature) (Date)

(b) District CSAP Specialist

_____ _____
(Signature) (Date)

(c) State CSAP Specialist

_____ _____
(Signature) (Date).

APPENDIX E

RS 86-0017

COMPREHENSIVE SCHOOL ALIENATION PROGRAM: B-2
Project Plan and Program Review Report

School _____ Date _____

	COMPLETE	Comments by Review Team
A. Provide scheduled individual counseling services to eligible CSAP students	Number of students: • ALC _____ • SMC _____ • Tutorial _____ • Work Study _____ • Waiting List _____	
B. Student Outcome Measures (Projections for School Year) Of the total students provided counseling services, approximately:	Fill in the blank (x) in percentage: Actual (Past SY) / Expected (This SY)	
1. _x_ % will increase the ability to cope with personal and social problems.	1. _____% _____%	
2. _x_ % will increase the ability to clarify personal values and standards.	2. _____% _____%	
3. _x_ % will be able to make educational and/or career decisions.	3. _____% _____%	
4. _x_ % will be able to develop goals/objectives.	4. _____% _____%	
C. Assisting the alienated student		
1. The Student	Number	
a. Provide individual counseling	a. _____ students	
b. Provide group counseling	b. _____ students	
2. School and Staff	Number	
a. Share pertinent student and family information about CSAP students	a. _____ school staff	
b. Serve as a part of the school guidance program, and as a member of screening and advisory committee and etc.	b. _____ committees	
c. Conduct orientation or informational meetings regarding school alienation . . .	c. _____ meetings	

	COMPLETE	Comments by Review Team
3. Parents a. Provide information about school problems, policy, procedure, etc., to: . . . . . . b. Home visitations	In number of: a. _____ parents b. _____ visits	
4. Community a. Coordinate needed services with appropriate agencies . . . . . . b. Provide liaison services between school and other agencies	In number of: a. _____ agencies b. _____ students	
D. Anticipated Percentage of Time Spent: 1a. Counseling Activities (Directly related to Section C)	a. _____ %	
2. Administrative Activities b. Record keeping	b. _____ %	
c. Attend meetings	c. _____ %	
d. Provide reports as needed	d. _____ %	
3. Miscellaneous e. Work Study and/or Tutorial Services Coordination	e. _____ %	
f. Campus walking (Security)	f. _____ %	
g. Family Court attendance	g. _____ %	
h. Other	h. _____ %	
TOTAL (a - h) =	100 %	
*Total time (a-h) Section should equal 100%		

	COMPLETE	Comments by Review Team
E. School CSAP Project Narrative 1. Are you familiar with the schools' project narrative? 2. Does your school's project narrative describe your services <u>adequately</u>?	1. _____ Yes _____ No 2. _____ Yes _____ No	
F. Selection of Students 1. Are you a member of the School Screening Committee? 2. Does the School Screening Committee follow the CSAP Student Selection Guidelines?	1. _____ Yes _____ No 2. _____ Yes _____ No	
G. Any additional plans?	If yes, please list	

INSTRUCTIONS FOR COMPLETING CSAP FORM B-2 (Revised 7/86)

Indentification: (1) Write name of school, and date.

Section A: Project the number of students in each of the CSAP instructional component(s) which you expect to provide.

Section B: Beginning SY 1986-87 (1) list the actual percentages findings from CSAP Form A-2 (past SY) in the Actual column, and (2) based on that past findings, list your own expected percentages in the Expected column.

Section C: Self-explanatory.

Section D: Self-explanatory.

Section E: Self-explanatory.

Section F: Self-explanatory.

Section G: Self-explanatory.

School

COMPREHENSIVE SCHOOL ALIENATION PROGRAM
School Screening Committee
Eligibility and Placement List*

Principal's Signature

Date

STUDENT NAME	STUDENT ID NUMBER	GRADE	ELIGIBILITY CRITERIA (CHECK (✓) appropriate columns)** ACADEMIC 1 Two or More Required Courses Failed	ACADEMIC 2 One or More Grades Behind	ACADEMIC 3 Failed HSTEC/ Other Alterns. (ECCC, CECC)	ATTENDANCE 4 No Show	ATTENDANCE 5 Ten or More Unexcused Absences	BEHAVIOR 6 Three or More Disciplinary Referrals	BEHAVIOR 7 Crisis Referrals/ Suspensions	MISC. 8 Adjudicated	TOTAL ***	ALIENATION SERVICES (See reverse side) RECOMMENDATION AND DISPOSITION Alienated Students 9 Immediate Placement	Alienated Students 10 On Waiting List	Sev. Aln. Students 11 Immediate Placement	Sev. Aln. Students 12 On Waiting List
TOTAL															

ASTERISK KEY:

* Previous quarter records may be used to determine eligibility for placement during first quarter. However, the Form 1's submitted to districts during the second semester must contain updated current year statistics.

** Each checkmark is equivalent to one point.

*** Two or three points (checkmarks) - alienated
Four or more points (checkmarks) - severely alienated

ALIENATION SERVICES code: (Place the letter code in the appropriate column.

A - ALC full-time

B - ALC part-time

C - SMC full-time

D - SMC part-time

E - Alienation counseling only

F - Tutoring only

G - Work-study only

Revised July 1985